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ABSTRACT

This directory describes programs that have been successful in recognizing and meeting the special needs of migrant secondary youth. It identifies 12 key components of effective service to migrant students and describes 36 migrant programs in the United States that address these components. The Interstate Migrant Secondary Team, a group of 18 educators, participated in the development of the components, around which the directory is organized. The program components include: (1) identification and recruitment of migrant students; (2) mobility/credit accrual coordination; (3) parent involvement; (4) academic assistance; (5) language/literacy; (6) extended day/year programs; (7) middle-school services; (8) counseling; (9) dropout prevention; (10) dropout services; (11) staff development and service models; and (12) career education. The booklet offers a brief discussion of each component and lists programs that focus on that area of service. Each listing includes a statement of the program's general educational approach and a description of services. The descriptions are designed to stimulate replication, adaption, and creative program development. Each listing also includes a contact name, address, and phone number. (TES)

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SUCCESSFUL STRATEGIES FOR SECONDARY AGE MIGRANT YOUTH

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(A Migrant Education Interstate/Intrastate Coordination Program)

SUCCESSFUL STRATEGIES

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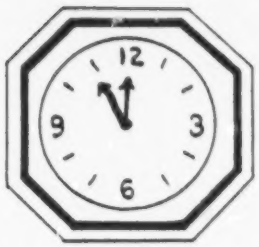


SUCCESSFUL STRATEGIES
ROUND-THE-CLOCK SERVICES
FOR SECONDARY AGE MIGRANT YOUTH

This publication describes programs that have been successful in recognizing and meeting the special needs of migrant secondary youth. Successful Strategies identifies twelve key components of effective service to migrant secondary students, and provides descriptions of migrant programs throughout the United States that address these components in providing service to secondary school aged migrant students.

The Interstate Migrant Secondary Team, a group of eighteen educators, participated in the development of the key components. The team discussed the special needs of migrant secondary students and identified components which should be a part of an effective program for these students.

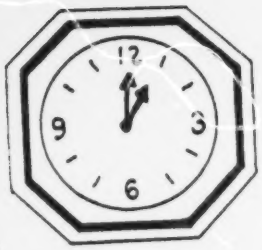
These program components are:

- recruiting
- parent involvement
- language/literacy
- middle school services
- dropout prevention
- staff/service models
- mobility/credit accrual coordination
- academic assistance
- extended day/year programs
- counseling
- services to dropouts
- career education

Within each of these components, we have selected strategies which have been implemented successfully on a local level and which can be replicated. Each of these strategies is designed to help lead migrant youth to successful high school graduation, to successful post-secondary opportunities, or to alternative educational programs.

In many cases, these models exist in several parts of the country. We have not attempted to provide a comprehensive directory. Instead, we have selected a few model programs in each area of service and attempted to describe them in a way that might stimulate replication, adaption and more creative program development.

MYRNA ZAMBRANO
SUSAN C. MORSE



HOUR ONE: IDENTIFICATION AND RECRUITMENT

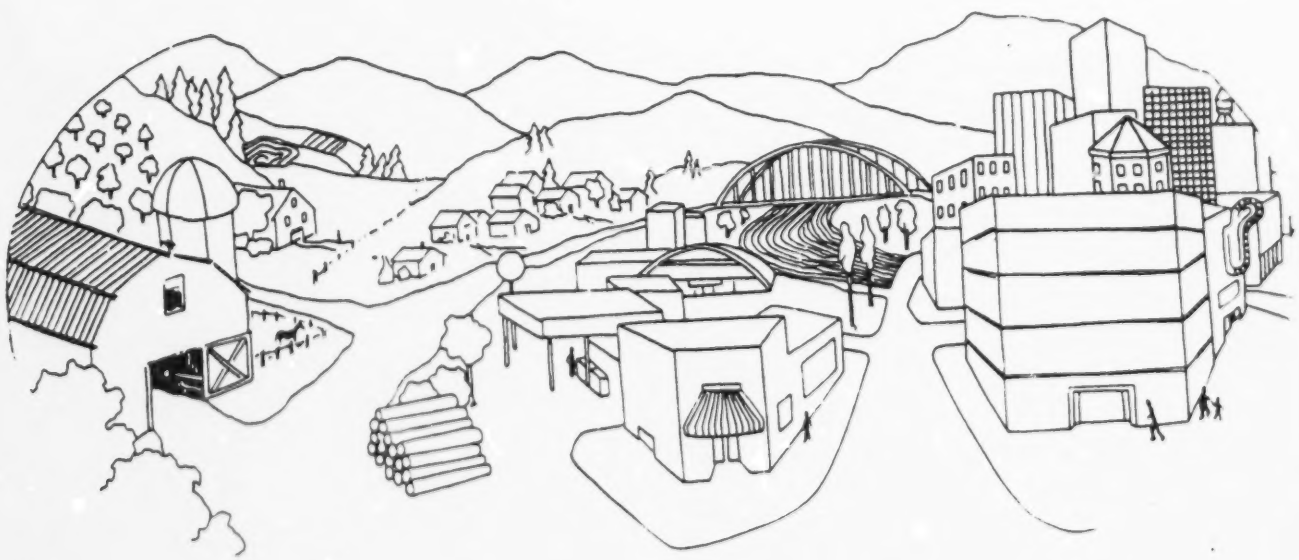
"If you can't find them, you can't serve them." - John Staehle

Identification and recruitment needs to be a top priority activity for secondary programs. "After all, if you can't find them, you can't serve them," says Dr. John Staehle, Director of the United States Education Department's Migrant Education Program. Five years ago, MERIT studies indicated that Migrant Education Programs on the average miss 50% of the students who enter their states. According to Dr. Staehle, estimates indicate that two-thirds of interstate migrant students are only identified in one state.

Migrant secondary students are especially hard to find for a number of reasons:

1) They do not want to attend school because they want or need to work.
2) They may be traveling alone and cannot be identified through younger brothers and sisters.
3) They find it embarrassing to be identified as migrant or to be asked to attend school. (They consider themselves adults.)
4) They want a rest from school.
5) They may be misrepresenting their age in order to qualify for better pay and work.
6) They are unaware of services for secondary students.
7) They are dropouts and are unaware of services for dropouts.
8) They migrate to areas that do not or have not previously offered services for secondary students or dropouts, so they do not seek services.

The programs described in the first "hour" focus on identification and recruitment.



Identification and Recruitment of Dropouts

A new effort is being made to find and to serve dropouts in Yuma, Arizona. The Migrant Education Program has developed a staff position tailored to provide this service. The Dropout Coordinator (a certificated teacher) coordinates the efforts of recruiters, attendance and MSRTS clerks, school counselors and teachers to retrieve or redirect dropouts into programs to help them. The components of the program include:

Recruiters

Effective identification and recruitment begins when recruiters visit the families in their homes. In filling out certificates of eligibility, recruiters ask for information about all family members, whether or not they are in school. As another of their functions, recruiters explain the migrant education program and describe the options available for school-age children, parents and dropouts.

School Cooperation

The school provides lists of new students entering school, which alerts the recruiters to contact the family. Similarly, the school provides lists of students withdrawing from school. The Dropout Coordinator then visits these students in their homes and talks with both parents and students about the reasons for dropping out and the alternatives that are available. Through these contacts, migrant educators often find out about other dropouts or potential dropouts.

Early Identification

Elementary schools are an important component in the dropout prevention process. Potential dropouts can be identified in the early grades and migrant education staff can work with these families to encourage school success.

Referrals

When meeting with dropouts, the coordinator also disseminates information about the importance of staying in school, such as a comparison chart of the lifetime earnings of a dropout, a high school graduate, and a college graduate. Dropouts are encouraged to return to an academic program, whether in regular school, a GED Program, or through some form of credit make-up such as PASS.

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Cartoon by David Sipress

Yuma/Blythe Project

In this interstate summer project, a counselor/tutor in the Blythe area identifies migrant students who are behind in credits and offers them the opportunity for educational assistance and counseling.

The Problem: In Yuma (Arizona), migrant staff were frustrated by the fact that students were traveling less than 100 miles away and yet becoming lost in California. The small town rural area they moved to in California offered limited summer services especially to secondary students. Because these youth were working, they never identified themselves as migrant students. Since these students left the Yuma area before the end of Spring semester they were losing credits every year.

A Coordination Plan: The Yuma Migrant Education Program developed a cooperative plan with Region 7 of California's Migrant Education Program:

1) Yuma notified all students known to be going to the Blythe, CA area that a Yuma staff person would be in the area looking for them in the summer. Students were given a local name and a telephone number to call.

2) A Yuma Migrant teacher and a California Identification and Recruitment Aide canvassed the Blythe area and identified high school students and families for six weeks during harvest season.

3) The teacher provided P.A.S.S. material, tutorial assistance and recreational and educational activities for secondary students at the camps and housing areas where migrants live.

4) Through other referrals from migrant families, the staff identified two nearby towns in Arizona where more unidentified migrant families lived while working in California.

As a result of the first year's cooperative effort, Region 7 in California identified more than 50 new migrant students, allowing them the option of developing more programs; they continued identification efforts the following summer. The Arizona Migrant Education Program has begun efforts to identify and serve migrant students in the two small towns in Arizona along the California border. In addition, seven Yuma high school students were able to complete coursework and make up credits so that they were not deficient the following semester.

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HOUR TWO: STUDENT MOBILITY/ CREDIT ACCRUAL

"The trouble with migrants is that they move." - Frank Kazmierczak

Migrant students throughout the country frustrate educators. They move. And they move at times that are inconvenient to the school system - usually leaving before school ends in the spring, and returning after school has started in the fall.

Because of the restrictions of the credit accrual system, the consequences of mobility are harsh for high school students. In some areas, students lose all spring semester credits if they miss final exams; they may also arrive too late to be scheduled into necessary classes in the fall, or receive no fall credit because attendance policies restrict the number of days of school they can miss. Early spring departure and late fall entry remain major obstacles to migrant student credit accrual and graduation.

How have migrant education programs attempted to help these students?

SECONDARY CREDIT ACCRUAL

SUBJECT	COURSE TITLE	SEM. OR	PARTIAL CREDIT: CLOCK HRS IN CLASS	CREDIT GRANTED: NO. OF TERMS	TYPE OF TERM	TERM	YR	SCHOOL NAME *	TELEPHONE

GRADE

* SCHOOL ADDRESS(ES) (ALPHABETICAL):

SECONDARY CREDIT REPORTING FORM

SUBJECT	COURSE TITLE	COURSE GRADE	PARTIAL CREDIT: % GRADE	CLOCK HRS IN CLASS	FINAL GRADE	CREDIT GRANTED: NO. OF TERMS	CONSOLIDATED ON LINES	TYPE OF TERM	TERM	YEAR

INITIAL ENTRY OR EXCHANGE OF DESIGNATED HIGH SCHOOL

SCHOOL _____ DATE _____ STATE _____

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Early Departure/Late Arrival Program Model

Spring Semester

In the Rio Grande Valley in Texas, schools lose a large percentage of their population each spring because of migrancy to northern states. Some districts have developed a program to help students complete coursework before they leave.

During the year, early departing migrant students are identified. By February, the counselor has a list of students, their estimated dates of departure and their destinations. If students are going to a state where the needed classes are not offered, the counselor enrolls the student in an intensive after school tutorial program to complete them. The tutoring program begins in February and continues until the student departs. Classwork that would have been missed is completed in advance. After May 1st, students who will be leaving early have the option of taking the final exam before they move.

Fall Semester

In some states, migrants have been excluded from the opportunity to earn credit for fall semester because they arrived late, missing more than the number of absences permitted by local district regulation. The issue was taken to court in Texas in Zavala vs. Contreras (1983). In the decision, the judge stated that in schools accepting migrant funds, students should not be excluded from the opportunity to attend school for credit (even if only partial or fewer credits) and that attendance should be counted from the day of arrival and registration in the school, rather than from the beginning of the school year.

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P.A.S.S. Assist

The P.A.S.S. Program (Portable Assisted Study Sequence) provides portable learning packets which students can complete to earn high school credits. P.A.S.S. Assist is an adaptation of the P.A.S.S. Program to help migrant students who miss parts of a semester complete credits in certain subjects. Previously, in order for these students to make up the work they missed, teachers had to write lesson plans and grade assignments. The P.A.S.S. Assist Program has two key advantages:

a) lessons are already written and sequenced so that students can work on their own.

b) scoring and grading of assignments is done by the P.A.S.S. Program staff.

The process works in the following way:

1) The classroom teacher uses the P.A.S.S. Scope and Sequence to select the units appropriate to the work to be made up.

2) The teacher then authorizes the use of P.A.S.S. for credit completion.

3) The local P.A.S.S. contact person enrolls the student, obtains the materials, monitors the student's progress, and returns the completed materials to the P.A.S.S. Office for grading.

4) The P.A.S.S. Office sends a grade report form to the classroom teacher, outlining the grading scale, the number of hours earned, and a percent grade.

5) The classroom teacher then averages the P.A.S.S. grade in with the grade the student has earned in the classroom to produce a full credit grade for the semester.

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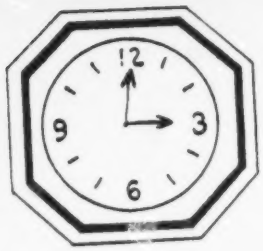


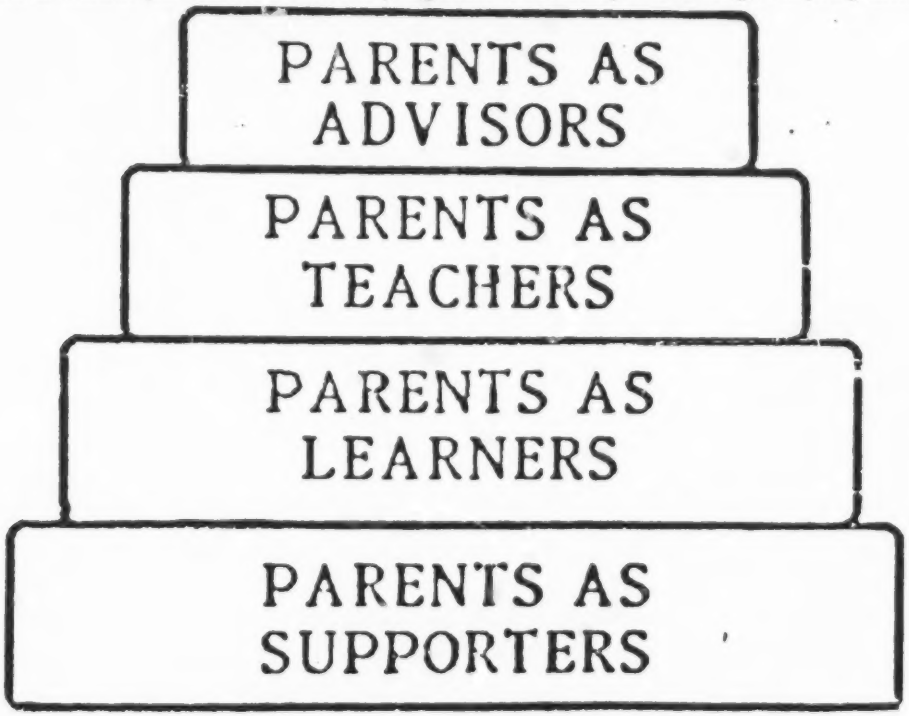
HOUR THREE: PARENT INVOLVEMENT

"Soy el que manda." - a migrant parent responding to a directive from the school.

Despite the attention we have given to parent education and parent involvement in the Migrant Education Program, we tend to underestimate the strength of the migrant family's role in the education of their children. Hispanic families, and minority families in general, make life decisions for their children, rather than the high school student making these far-reaching decisions.

The emphasis of the Migrant Education Program has been to make school more accessible to migrant parents. However, giving due respect to the important role of school in each child's life, we perhaps need to recognize the family as a powerful educational and support system for the migrant child, one that will endure beyond the short and transient years of formal schooling. New models are needed which will take education into the home and build on the strengths migrant families offer their children.

What model parent involvement programs effectively serve migrant programs?



HOME - SCHOOL COMMUNICATIONS

Parent Involvement at the High School Level

Migrant educators can increase parent participation. Some suggestions:

1) One good strategy is to bring small groups (5 to 8) of migrant parents into the school for an orientation. Parents have the opportunity to meet the migrant staff; see the migrant record-keeping system and become aware of the importance of the certificates of eligibility; visit the nurse's office and see the kinds of information kept on file there; meet school administrators; see classrooms and vocational education facilities, etc. In this way, parents have a better understanding of what is going on in the migrant program and in the school and are more likely to participate.

2) Parent meetings that are "localized" have better attendance. Choose a neighborhood school or community center - a place that the parents will feel comfortable.

3) Conduct the meeting in the dominant language of the parents.

4) Invite school administrators and counselors to attend parent meetings and answer questions.

5) Include some non-migrant, community-active persons.

6) Provide information that the parents want - e.g., information about drugs or dropout prevention - and encourage their ideas and reactions.

7) Include migrant parents in state or national conferences.

8) Have a special parent meeting or supper to honor the students who are graduating; invite outside speakers - this has the added benefit of including and motivating the younger children in the families.

9) Use newsletters to disseminate information of interest to parents.

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PAR: PARENT-ASSISTANTS-RAPPORT

The Dysart (Arizona) Migrant Child Education Program recently initiated a program of parent assistants. The role of the parent assistant is to help parents to understand more about the school, the educational program, their child's progress, etc. Along with these objectives, the parent assistants try to learn more about the parents' goals for their children.

By means of home visits, PAR assistants work to develop a closer relationship between school and home, with the ultimate goal of helping students to stay in school through graduation.

The program began slowly at first, focusing on migrant parents of eighth grade students. The staff felt that parents needed to understand more about high school opportunities and requirements and needed encouragement to make use of the parent assistants. Plans for the program call for expansion to other grades in the next year.

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HOUR FOUR: ACADEMIC ASSISTANCE

"Public schools must develop a sense of urgency regarding the education of migrant children." - Frank Ludovina

The majority of migrant students are one or more years behind in schoolwork by third grade. By 8th grade more than 50% are overage (older than their classmates). More than a third are dropped out by high school. Migrant students who make it to high school often need remediation in basic skills as well as academic assistance in coursework. Strategies have been developed to provide academic assistance and maximize learning time while assuring that this assistance is supplemental to the educational programs provided by the school.

Photograph by Susie Fitzhugh

High risk students can learn to read and their teachers can enjoy teaching them—just ask Gaye Pollard, Reading Recovery teacher at Glen Forest School, Fairfax County, Virginia, also shown on this issue's cover

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Trained Peer Tutors - Extra Help for Secondary Students

In El Monte High School's peer tutoring program, high school students with high academic standing and few absences are interviewed for positions as peer tutors. Preference is given to students in the Migrant Education Program and to those who are bilingual/biliterate.

An eight hour training prepares these students to tutor Migrant Education students. Through role-playing, observation and analysis of study habits and tutoring techniques, tutors are trained in study skills, unexpected situations, and how to manage special requirements of students with limited English proficiency.

The workshop is split between two Saturdays and students are paid for attending. After they complete the workshop they are eligible to be paid tutors. Students also may receive credit for tutoring.

The workshop includes 15 sections:

1) tutor questionnaire and discussion
2) tutor guidelines and discussion
3) video tape "Schooling and Language for Minority Children"
4) follow-up to video-tape workshop
5) classroom observation
6) discussion of observation and tutor strategies
7) classroom observation
8) discussion of observation and tutor situations
9) discussion of tutor situation responses
10) spelling video and follow-up worksheet
11) classroom observation
12) discussion of observation
13) model and practice TPR techniques/practice journal pages
14) model and practice TPR techniques
15) model and practice TPR techniques II

The El Monte High School District had used peer tutors before, but did not train the tutors in learning techniques. This training program works to prepare tutors to be both successful tutors and successful students.

Once students are in the program, the attendance is usually excellent and tutors are constantly busy. Tutors are required to keep an up-to-date student learning record for the students they tutor. Students and tutors alike are extremely positive about the program. In addition, tutors report that learning how to teach has enhanced their own capacity for learning.

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Secondary Tutorial Program

The Jackson Education Service District in Medford, Oregon recruits tutors from education classes at Southern Oregon State College. The Migrant Education teacher sets up a tutorial program, trains and supervises tutors and monitor's student progress. In this way, the instructional hours for migrant students are increased, and the Migrant Education teacher is able to work with a greater number of students. Tutors gain educational experience in a school setting and have the opportunity to learn about cultural differences and the special needs of migrant students. Migrant students are the ultimate winners; they benefit from the tutoring hours and from the role models demonstrated by the college students.

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AVID - Advancement Via Individual Determination - a college preparation program

Minority and low-income "C" students are recruited for a program concentrating on academic survival in high school and in college preparation. Students learn how to study, to take notes, and to sharpen analytical skills.

Minorities and low-income students are underrepresented in post-secondary institutions. Many students with potential to succeed in college need extra encouragement and academic assistance which secondary schools traditionally do not offer. AVID meets these needs.

AVID's goal is to provide academic instruction, college level entry skills, motivation to seek a college education, and other support to enable participants to go to college.

AVID students are recruited in the ninth grade. They must be minority or low income students with approximately a C average who probably would not otherwise attend college. The selected students must enroll in advanced placement and college preparatory courses, and take the AVID class (as an elective) every year for the four years. In the AVID class, students receive training in study skills and career education, hear guest speakers, participate in trips and special activities, and are tutored both individually and in groups by college students.

The project has seen marked improvement in grades - from a "C" average to a "B" or "A". Another benefit is increased college entrance of minority and low-income students. In addition, AVID students have higher grade point averages as freshmen in college than the typical freshmen.

While the AVID Program is not designed specifically for migrant students, its elements can be adapted by Migrant Education Programs.

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ACADEMIC HOME VISITS

The Migrant Education Program in Region IX of California has instituted academic home visits as a means of involving parents in the education of their children. Migrant staff members serve as liaisons between the school and the family and work to improve communication.

As a preliminary to the home visit, migrant staff contact the teachers and check on each child's strengths and weaknesses. Academic and health records are checked to determine holistically what the child's needs are and how best to address these needs.

An appointment is made to go to the home and to meet with the family. Migrant staff members bring information from the school and enlist the parents' support in helping their children.

Migrant staff then relay this information back to the teachers and work to establish learning agreements where needed. The interpersonal contact has proven to be most beneficial for the student - teachers too are enthusiastic, urging similar home visits for all students in their classes.

The most revealing aspects of the academic home visits have been the following:

1. Migrant parents are not aware of how the American school system functions.
2. Parents are unaware of the school's expectations.
3. Parents do not know how to support their child's education because they do not know what "schooling" entails.
4. Parents are grateful and excited to receive information on how to actively support their children's education.
5. Effective communication with migrant parents requires time and the safe environment of the family's own home.

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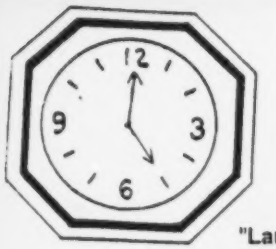
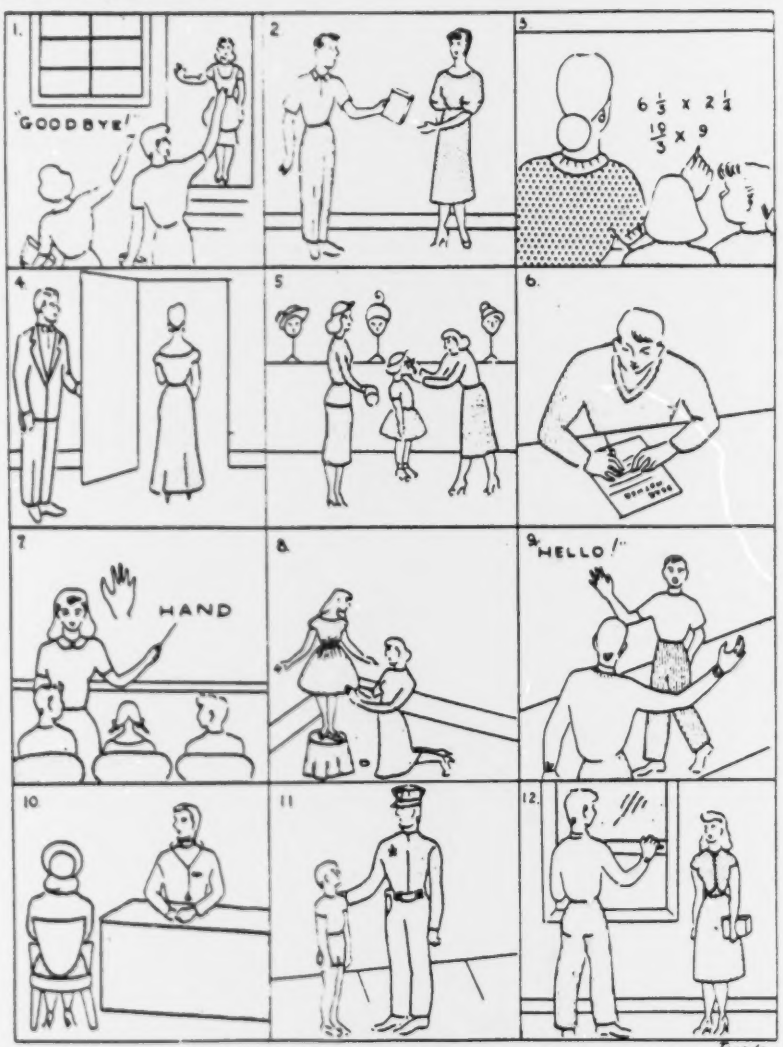


HOUR FIVE: LANGUAGE/LITERACY MODELS

"Language minority students are empowered and therefore successful when their language and culture are incorporated into the school program."
- Jim Cummins

Functioning effectively in English at the secondary school level may be a problem for second language speakers who have been in the U.S. public school system since kindergarten, as well as for those who have arrived in this country more recently. High school have not historically been prepared to teach English as a second language and to provide students with required coursework for graduation. Language is the key to success in coursework and credit accumulation. Schools and migrant education programs need to offer programs that provide high quality language development, first and second language learning programs, and language acquisition techniques for content area teachers. And these programs must generate credit leading to graduation so that migrant students will not be required to spend 5, 6 or more years in high school to graduate.



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HOUR 5: RIF - READING IS FUNDAMENTAL- PLACING A VALUE ON READING

RIF is a federally funded program to motivate youth to read. Students are allowed to choose and to keep books they like. Book selection days and motivational reading activities are incorporated in the program. In this way, the youth learn that reading is important and enjoyable.

RIF makes books, tapes and records available at reduced rates, and in some cases, projects are funded 100% by RIF dollars. Projects receiving RIF books agree to:

- allow students to choose their own books
- plan activities relating to books and reading motivation
- offer books for distribution that span a variety of topics, reading levels, and grade levels
- form a book selection committee
- involve parents in reading activities and in the planning and operation of the project
- provide services to all students in the group to be served
- submit reports of each book distribution and a final report

RIF also offers technical assistance in developing reading programs and helps projects in the selection of books.

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The Literacy Project

by Jeanne Winer

The Literacy Project is a mini-curriculum designed for at risk bilingual and monolingual students from grades 7 through 12. It is based on the premise that students with a low literacy level are capable of improving their levels of proficiency in reading and writing. There are four main components to the project:

1) The "Extra" newspaper, a high interest newspaper with a controlled reading level of approximately third grade.
2) Use of literary excerpts from the P.A.S.S. English IIA packet, with language mediation to access the meaning and flavor of the text.
3) Extensive reading in high interest, low vocabulary books.
4) Extensive writing in journals using mapping as a stimulus.

The body of the project involves repeated use of mapping designed to organize and elicit students' thoughts on the material read. Prior to reading the newspaper, there are three important steps:

1) find out what the students already know (schema activation)
2) develop vocabulary and concepts
3) develop pre-reading questions

It is important for the text to be read aloud while students follow. After reading, a map is made on the board or on chart paper in which a minimum of one contribution is elicited from each student.

The teacher or the student who is writing modifies (without overt correction) the English of the second language learner.

When the map is nearly completed three higher level vocabulary words are introduced by the teacher and, with student approval, become part of the map.

All grammar, punctuation and stylistic considerations are taught through the map. Errors are indicated by asking the group what is wrong. For example: "marreed" for "married" and the students correct it, or a missing capital letter, e.g., "the twins were called Chang and Eng." Repetition of a word such as "they" is

pointed out and the students come up with alternatives. Sentence combining is encouraged to create more complex sentences.

When all contributions have been made, the sentences are edited, sequenced by the group and numbered. Then the map is copied in paragraph form, edited by at least one other student, corrected and given to the teacher.

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ESL Content Curriculum Project

The Hillsboro Union High School District provides and ESL Content Curriculum for eighth and ninth grade students with limited English proficiency. The project was conceived after observing that the majority of migrant students with limited English proficiency were averaging a letter grade of D in required courses other than math. A comprehensive needs assessment determined that students needed more help than could be provided in ESL classes and tutoring sessions. Tutors were spending time on basic skills and on trying to make sense for the students from what had been taught in the content area classes. Thus, students needed classes which would:

- provide language in context
- develop an understanding of specialized vocabulary
- promote skill development (reading, writing, and synthesizing)
- ensure comprehension
- offer a vehicle for cross-cultural comparisons.

Thus, a curriculum was designed which would assist students of limited English proficiency in content area classes, English language skills, and enhancement of self-concept.

Eighth and ninth grade migrant students can elect to attend content area classes which use ESL teaching strategies. Courses are modified to suit the level of English proficiency of the students.

Students are taught health, social studies, and science using content ESL teaching strategies. One ESL class and one physical education class are waived so that students can take these sheltered classes along with their other courses. Teachers are trained in ESL methodology, cultural awareness, and adaption of instructional units; each has a mastery of the content area and tries to enhance the students' understanding so that they succeed in the regular curriculum the following year.

The program is designed as an adjunct to the regular curriculum; eighth grade students will take these same courses the following year in a non-ESL setting. Ninth grade students who will not have an opportunity to take the courses again can receive credit for the classes.

Although this is a voluntary program, no student has yet declined to attend. Most participating students are passing their courses and report increased interest in their classes.

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Coordinating with libraries: Regions 13 & 7

Coordination with local libraries has allowed numerous migrant education programs to extend learning opportunities into the homes of migrant students beyond the school day and school year.

The Migrant Education Program in Riverside County (California) arranged for the public libraries to provide the bookmobile and branch library services to 400 migrant children from June to August. The Region guaranteed replacement costs of books (a minimal amount) so that librarians would release more than the usual five books per child. Every student received a library card and learned the checkout process.

High school students were given special assignments requiring library resources and were instructed in procedures for using the library as a resource.

Dr. Lawrence reported enthusiasm about the program from parents and children as well as migrant teachers and aides, who saw dramatic growth in some poor readers and an improvement in attitude toward reading in all the children.

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Quick Start in English

The Quick Start in English program is a second language acquisition program developed at the Whisman School District in Mountain View, California. The program stresses receptive skills preceding expressive and uses total physical response, role-playing, and a linguistically based developmental program to teach non and limited English proficient students. In addition, cross-aged tutoring is incorporated into the reinforcement component of the program.

Jack Galbreath, at Yuma High School in Yuma, Arizona, adapted the QSE program for migrant high school students, incorporating content area instruction in English, math, social studies, and his favorite, science. This class supports the regular academic classes by introducing concepts and vocabulary in a comprehensible manner.

QSE is based on well-researched developmental sequences of language learning and uses an experiential approach to listening, saying and doing.

Because QSE is flexible and allows a variety of materials to be used, students are motivated, feel successful, and progress rapidly in the new program.

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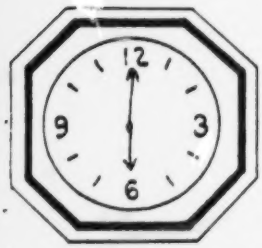

HOUR SIX: EXTENDED DAY AND YEAR PROGRAMS

"The longer the vacation, the more interference factors...the greater the educational loss." - Learning, Retention and Forgetting, New York State Education Department

In an effort to provide truly supplementary services to migrant students, many Migrant Education programs are putting more of their resources into extended

programs. Research indicates that the more total time spent in school as well as the shorter the non school periods the less learning will be forgotten. This research is especially true for "disadvantaged" youth who do not have educational resources in their homes.

Generally providing direct services during the school day means students will be missing something else being offered by the school, including time with a credentialed teacher. Offering services before school, during lunch, after school, on weekends, during holidays, during the summer, and at home allows migrant educators to increase the total learning time for migrant students, and truely supplement the school's efforts. In addition, at the high school level, additional learning time means students may be able to make up credits, and graduate on time. Several extended day/year models have been developed to address these needs.

AYUDE - Assisting Youth Undergoing Dropout Experiences

Watsonville (California) School District recognized that at least half of all entering migrant students did not remain long enough to graduate. The need to develop and implement a comprehensive dropout program was most apparent. In a cooperative effort, the Migrant Education Program, the Watsonville High School Adult Education and Vocational Education Programs worked to implement a range of services which would provide a greater opportunity for participation and success at school for those migrant students who were at risk of dropping out.

The AYUDE Project found that migrant students had at least five of the following ten characteristics of dropouts:

1) attendance problems
2) low self-esteem
3) low grades
4) few credits earned
5) high mobility pattern
6) low basic skills level
7) poor financial situation
8) negative parental attitude
9) parent with low educational level
10) large family size

AYUDE's goal is to help the students stay in school, earn more credits, reduce unexcused absences and improve academic skills. Within its primary focus of dropout prevention, it is divided into two branches. One concentrates on dropout prevention and the other on remediation. AYUDE provides:

1) open house orientations for parents and students
2) testing and needs assessment
3) individualized programs
4) parental counseling
5) peer tutoring and support
6) alternative instructional programs for students who have already dropped out
7) counseling for students with attendance problems
8) work experience for career awareness and financial assistance
9) certificates of accomplishment
10) units toward graduation

In this supplementary after-school program, students attend one class twice a week for 5 units or two classes 4 times a week for 10 units.

Aides and counseling staff administer P.A.S.S. and outside Work Experience Programs, as well as coordinate the total project.

Many students who were unwilling to participate in other programs and who felt lost in the system have been helped by AYUDE. The number of graduating migrant students at Watsonville High School has increased appreciably.

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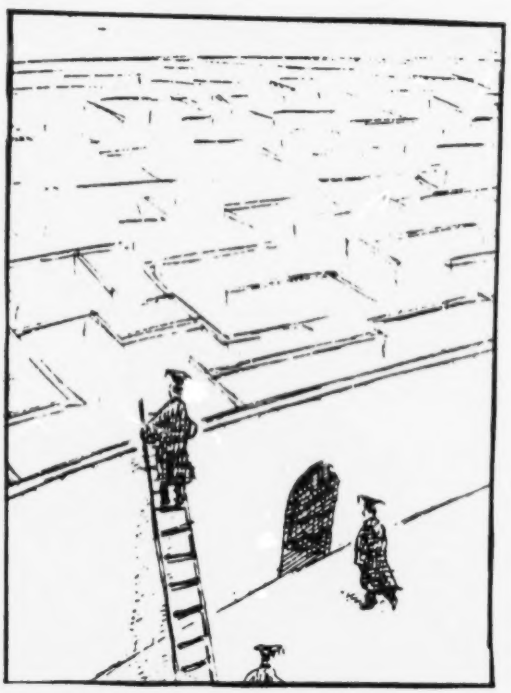

Leadership Training

Over fifty migrant students in seventh through twelfth grades have participated in summer student leadership programs in 1987 in Orange and San Diego Counties (California). These programs included:

- MENTE - 5 weeks at UCLA
- Upward Bound at Palomar College
- NOVA
- Leadership
- Incoming 9th grade project
- Ramona SCHOLARS (Students Can Help Others Learn And Retain Studies) - a cross-age tutoring program between junior high and high school.

Two Resource Specialists from the Orange and San Diego Counties migrant education programs, Donna Gomez and Phyllis Muñoz, decided to extend the Summer Leadership Training program experiences into a year long training.

As a year-long follow up to these leadership programs, the Resource Specialists organized five conferences, bringing all 50 students together for more learning and leadership activities. The conferences were full day sessions on Saturdays and included lunch.

Each conference focused on a different topic. The Career Education and Futuring conference included guest speakers who were good role models. Teaming was another conference topic. At this meeting, students developed team names, mottos, goals and objectives.

The students are being encouraged to assume leadership roles in their own schools and to assist other migrant students to develop confidence in their abilities.

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A.M.I.G.O.S. - A Migrant Important Growth Opportunity for Students

In Oceanside (California), Cristina Valdez, Migrant Resource Specialist, teaches an early morning class to seventh and eighth graders. Before the first period class begins at Lincoln Junior High School, migrant seventh and eighth graders meet to learn about the high school system. Credits, required courses, school rules and extracurricular activities are among the subjects covered by Ms. Valdez. The class is fun, with activities built in to develop the junior high students' self-esteem and confidence, enabling them to be more successful in high school. Goal setting is included so that students are prepared to make decisions about their high school coursework and their life careers. Parents are included in this process, of course. Ms. Valdez makes home visits, sharing the student's progress and discussing the same issues covered in the class with the parents.

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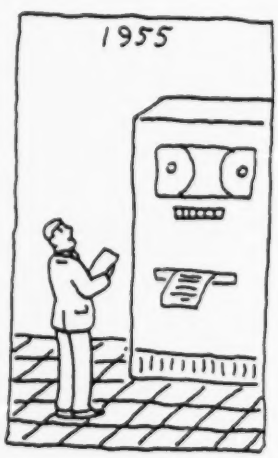

Palomar College Upward Bound

A well-coordinated and economical summer program served incoming 10th, 11th, and 12th grade migrant students at Palomar College this summer for the third year in a row. This cooperative academic program provides students who need credits with a chance to earn them, and those who do not, a chance to earn college credit toward their future post-secondary schooling. The Summer Readiness Program is designed primarily to "raise the aspirations of migrant high school students" and to provide them with an experience that will make them feel like "regular college kids," says Phyllis Muñoz, project coordinator. "These students are beginning to feel that college is not such a foreign place."

The goals of the six-week program are: to improve basic skills; to provide academic options not available at the high schools; to increase student self-esteem; to retrieve dropouts and to keep potential dropouts in school; and to encourage students to continue beyond high school to college.

The program is economical for the migrant education program and beneficial to the community college. Teachers are paid by the college. Migrant Education can recruit students not easily found by the colleges, thus the students add to the college enrollment of minorities and low income students.

Students attend classes six hours per day. Migrant Education provides transportation when necessary and the students receive lunch through a USDA program.

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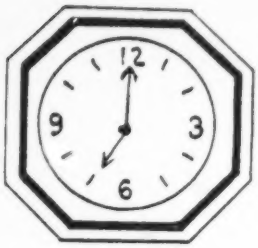


HOUR SEVEN: MIDDLE SCHOOL STRATEGIES

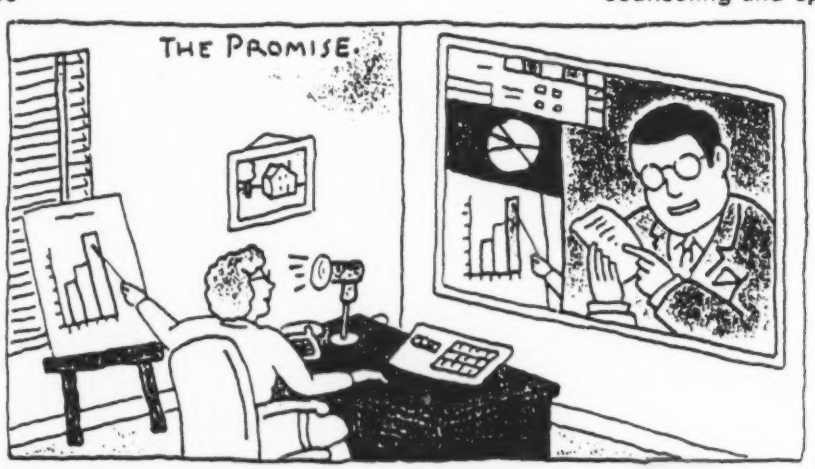
"Junior high at best is a frustrating experience for students, their parents, and their teachers. For the junior high migrant student with complications of seasonal mobility and the additional responsibility of helping to support the family, staying in school is even more difficult." - Fred Johnson

Middle school migrant students (6-8th grade) frequently are older than their classmates and are in the throes of adolescence. Family, personal and social pressures mount to make their school failures unbearable. They are at great risk of dropping out of school as soon as they can "legally" do so (or sooner).

Many migrant education programs tend to overlook the middle school student, and do not address the special needs of these youth. They need counseling to prepare them for high school. Occasionally special strategies for double promotion are needed and group counseling and self esteem building activities are essential.

What can be done to help these students catch up to their agemates, prepare them for high school, and motivate them to stay in school?

Junior high migrant students need...	Which can be achieved with...
teachers and counselors who genuinely care	in-service training and evaluation
financial alternatives	youth vocational projects
life goals	counselors and shadowing programs
English skills	bilingual classes
academic assistance	tutorials
cheerful schools	in-service training and evaluation
fair treatment	in-service training
social opportunities	fiestas, dances, cookouts, clubs, sports
career exposure	role models
respect for their cultural heritage	in-service training & parent advisory councils
parent participation and support	parent advisory councils
counseling	counselors
relevant courses leading toward graduation	in-service training and counselors
timely and relevant transfer information	MSRTS and transfer forms
employment	youth vocational projects
babysitting relief	day care centers
in-school disciplinary action, not out-of-school	administrative priority
communication between school districts	telephone
confidence	counseling and special interest groups



JUNIOR HIGH SCHOOL MIGRANT SERVICES

The Interstate Migrant Secondary Services Program initiated a project in 1984 designed to better understand the dropout related problems of junior high school migrant students and to publicize strategies which serve to encourage these students to stay in school.

The IMSSP contacted several groups of junior high school migrant students to obtain their perceptions of what causes their peers to drop out of school. Student, parent and teacher contacts resulted in the identification of the following:

School Problems

- teacher negativism and teacher apathy
- student inability to "catch up"
- unrealistic optimism - students believe more will graduate than actually do so
- ugly inhospitable schools, and a threat to cultural heritage
- discrimination
- English language
- attendance

Family Problems

- financial dependence on migrant teenagers
- parent lack of control
- parent marital stress, separation and divorce
- mobility
- pregnancy and teen marriage

An optimistic outlook for graduation is based on a desire for a better life, willingness to study, desire to fulfill parental expectations, parental support, career awareness, and a desire to escape migrant labor.

A pessimistic outlook for graduation is based on language barriers, family problems, substance abuse, and continuing failure.

The holding power of a school is enhanced by social activities, access to computers, employment opportunities and compatible scheduling, respect for cultural heritage, counseling, and career exposure.

Dropout prevention strategies that were identified as a result of the study were:

1. school orientation
2. community-based evening tutorial and homework assistance programs
3. career/vocational awareness
4. positive role models
5. vocational assessments, personal and career counseling, work-site exploration, instruction in job-getting and job-keeping skills, and job placement
6. academic programs
7. student self-image programs
8. parental involvement

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Language Development Camp

An Intensive Language Development Camp was scheduled in California's Region IX during the 1988 Easter holiday. The five-day camp targeted seventh and eighth graders who had been in the country for a year or less.

Criterion-referenced testing was done to enable instructors to provide appropriate instruction. The Quick Start in English Program provided the framework for lots of language activities and experiential learning - "English only" permitted.

Students "roughed it" in the Julian Mountains at Camp Virginia. Fortunately, this is the high desert which is beautiful in the springtime (barring unexpected snow).

Staff included teachers, advisors, Mini-Corps (college students) and work-study students.

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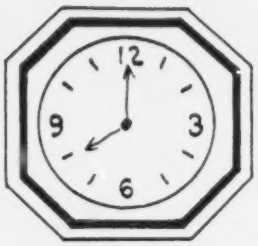

HOUR EIGHT: COUNSELING STRATEGIES

"Migrant programs can help raise student expectations by providing support and encouragement in a nurturing environment." - Jesse Camacho

In general, school counselors have high caseloads and are burdened with so much scheduling and paperwork that they have little time for actual counseling. Many are unaware of the special problems facing migrant students.

Needs assessments show that the majority of migrant student needs at the high school level are affective needs. Personal counseling should be available to students and should include goal setting, motivation, self-esteem building, communication, and family support in order to address the complex needs of migrant youth. Migrant students need extra motivation to remain in school and to graduate. They also need encouragement to consider options for post-secondary education. Goal-setting, raising levels of self-esteem, and confidence in one's abilities are key elements in the motivational process.
In addition a comprehensive counseling program should provide personal, academic, group and career counseling. As a supplementary program how can Migrant Education address these needs that are not presently being met in most districts?

--From Parents as Partners: Planning Early for your Children's School Success and College Attendance

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Student Self-Advocacy

Advocacy is fast becoming an accepted approach to assisting migrant high school students. Advocacy is important and necessary because:

- migrant students are often unfamiliar with the school system and are limited by cultural and language barriers.
- migrant parents lack training, time and resources to provide the kind of advocacy for their children that resident parents can provide.
- graduation requirements, school regulations and policies are geared for resident students and do not accommodate the needs of mobile and minority youth.

One of the most important skills migrant educators can teach is that of student self-advocacy. Students who learn to speak for themselves and negotiate their own way through bureaucratic tangles will have a better chance of obtaining the services they need wherever they travel. In addition, this skill will prove valuable throughout life, in a variety of contexts.

One approach to teaching student self-advocacy uses the IMSTP publication "Steps to Success" and its Spanish version, "Pasos al Exito". These booklets help students to organize their academic records, to identify the essential requirements for graduation, and to ask for the information and assistance that they need.

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Umatilla County Secondary Counseling Component

Needs assessments show that migrant students needed counseling assistance in motivation, academics, and careers. The goal of the Secondary Counseling Component is to help students meet graduation requirements, deal with personal problems that often are obstacles to the completion of an education, and learn how to apply for employment.

Using counseling activity packets that have been developed especially for use with migrant students, paraprofessional aides or counselors work with migrant students in areas of primary need. Students become familiar with graduation requirements, learn how to manage personal problems, and apply for a job.

Each packet includes several activities related to the topic. For example, the Career Packet for Job Applications includes the following activities:

1) Students fill out a Job Application Skills Worksheet and review it with the counselor or aide.
2) Students read and review a Job Application Instruction Sheet.
3) Students fill out a sample job application and the counselor/aide critiques it.
4) Students try another sample application, taking care not to repeat the mistakes made the first time.
5) Students fill out an application as if they were submitting it to an actual company.
6) Students obtain and complete an application of their choice.
7) The Job Application Skills

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LIFE MANAGEMENT SKILLS

This youth training program is intended as a dropout prevention strategy with at-risk migrant students. The program consists of a weekend in a retreat setting with both migrant and local counselors. Additional activities back at the school site allow counselors to continue the work begun at the retreat.

The retreat is designed to lead students to the realization that they must take a more active role in their own education. The Life Management Skills approach uses the retreat in a non-threatening, counseling setting which provides students with 48 hours of training over an extended weekend.

The retreat leader and five trainers conduct innovative student activities and develop the following life management skills:

- the ability to develop personal goals;
- the ability to create a strong group bond and to understand the importance of rewards/recognition, and to have objectives;
- the ability to change student attitude and look toward school, family, and community as highly valued resources for personal development and personal goal achievement;
- the ability to allow for self-expression and articulation which will develop talents, skills, enhance self-concept, and recognize leadership potential.

Approximately 100 junior high and high school migrant students have been directly impacted by the retreat settings. Frequently, participants have functioned as positive peer resources. Counselors have reported more positive attitudes toward school, teachers, and administrators; less absenteeism; little if any discipline referrals; better study habits; improved achievement, and better grades. The counselors also reported better communication between the student participants and their parents.

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MENTORSHIP PROGRAM

"Migrant students are at greater risk by virtue of their mobility. They may drop out of school for a variety of reasons. Therefore, a strong, positive role model who can provide consistent support to the student is needed." This quote describes the basic philosophy of Washington State's Mentorship Program. The program's goals are as follows:

1) to strengthen and support the leadership skills of migrant students, and

2) to provide an adult role model in addition to those at home.

Mentors are volunteers who make a full year commitment to the program. They make a minimum of three personal contacts during the school year, encouraging and motivating the student toward individual goals.

Students in the Mentorship Program are usually high school sophomores or juniors who were selected to attend the Migrant Student Leadership Conference by a team of school professionals, parents and students, based on their potential leadership abilities.

A quarterly evaluation is done through formal and informal means. Mentors keep track of the number and type of contacts and submit these materials to the Migrant Education Program for their evaluation reports.

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Yo Puedo

"Yo Puedo" is a peer leadership training program designed for bilingual/bicultural students. The purposes of Yo Puedo include the following:

- to build and strengthen leadership and self-advocacy skills in secondary students.
- to provide an environment which encourages oral language development.
- to help students appreciate their cultural roots.
- to help students to learn to express themselves and to respect others.
- to enhance decision-making, problem-solving, and conflict management skills.
- to build self-esteem and communication skills.

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Yo Puedo
Experience Sheet

California Mini-Corps

The objective of this program is to provide direct instructional services to migrant students as prescribed in the California Master Plan. This program provides to migrant students:

- Role Models,
- Mentors,
- Self-Employment
- Advocacy Awareness
- Instructional Services
- Inspiration to the migrant student to empower selves as productive members of this society.
- Networking for migrant students, providing additional suppport that enhances their self-esteem, improve academic efforts, attempts to promote migrant student retention.

In the Mini-Corps Summer Program approximately 400 students are employed as migrant teacher assistants in the following program components:

- Summer Indoor Teacher Assistants
- Health Corps (Health Eduators)
- Secondary Specialists in Spedial Migrant Secondary Programs
- Migratn Secondary Programs
- Environmental Education Instructors

The Mini-Corps School Year Program recruits approximately 400 students for twenty college sites. For information

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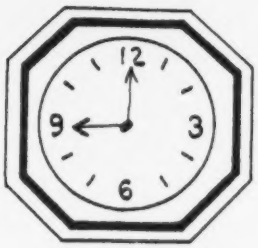

HOUR NINE: DROPOUT PREVENTION MODELS

"Migrant secondary students need a balanced program of academic support, career and personal counseling, and work experience." - Bob Levy

The term "dropout prevention" is a broad one, encompassing almost any approach which keeps students interested in staying in school. Most activities developed by migrant education programs at the secondary level are aimed at dropout prevention. However it is especially difficult to design effective dropout prevention programs which meet the needs of the "hard core", difficult-to-serve migrant youth who are often hopelessly behind in skills and credits. The most effective programs are designed to provide a comprehensive program of academics, counseling and work-study - all proven motivators for students. How have migrant education programs combined these ingredients most successfully?

Summer Mentor/Volunteer Program

Work study has been shown to be one of the most effective dropout prevention tools available to migrant educators, but most states for not allocate funds for work study. This project developed an unpaid alternative to work study.

Many migrant students miss out on work study positions because they don't have a social security number or because the work-study slots in a particular area are filled. But it is important for migrant students to gain work experience and for the community to become familiar with migrant students. A program in Visalia, California solved this dilemma by instituting a summer mentor/ volunteer program.

Students work with a community leader on a volunteer basis for about four hours a day and attend school four hours a day during the summer. They complete a work book on career exploration and may sample more than one job. At the end of the summer, the students receive a $100 gift certificate, an all day field trip to an amusement park or museum, and a luncheon is held honoring the volunteers and the mentors.

Migrant staff members recruit community leaders or mentors who are willing to spend approximately thirty minutes a week with a student. The mentor has the opportunity to help a migrant student graduate from high school by serving as a role model, by encouraging the student to stay in school, and by helping the student identify career goals. In return, the mentor receives 120 hours of volunteer help from the youth. Participants work together for several hours a week, depending on the needs of the "employer".

It is up to the staff to match the appropriate mentor with the student volunteer. Staff members also provide ongoing supervision of youth volunteers, and arrange introductory and evaluation sessions for the volunteers and mentors.

Some schools include this program as part of their Career Class and grant students credits toward graduation.

The community leader donates $192 for each volunteer to pay for the gift certificate, the field trip, and the luncheon. The employer must provide for worker's compensation. The student's social security number or MSRTS number may be used.

A crucial factor in the success of this program is the support of the community. Without this support, there could be no program.

Evaluation is conducted through a questionnaire distributed to both mentor and volunteer.

In the future, the staff members hope that all students participating in the Mentor/Volunteer program will receive school credit; they hope too to cover a wide variety of occupations in the program.

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Cooperative Alternative School

The Cooperative Alternative School brings the State Migrant Education Program, the Occupations Industrialization Center (OIC), the school district, and the migrant student together in an effort to combat the dropout rate. Facilities are provided by OIC and the school district.
The Cooperative Alternative School was created out of a concern to lower the number of students leaving school before high school graduation. This program encourages dropouts and potential dropouts to finish school by offering a flexible schedule and alternative facilities. In addition, the school makes use of the MSRTS records to insure that students receive all the credits they have earned.

The student has a flexible schedule and can attend part time in the OIC setting and part time in the school district setting. In both places, certified teachers work with the students and counseling is provided. The school district sets the curriculum and provides the materials. The instruction is offered at OIC in three time frames, morning, afternoon and evening or in any combination. Students earn credits toward graduation with the help of teachers and aides.

Students can return to the regular stream should they choose; this advantage of the Cooperative Alternative School is the result of the fact that it uses the same learning objectives as the regular school. Students have school I.d. cards, and can participate in the extracurricular activities offered by the regular school.

This program, originally piloted for five months in the 1985-86 school year, has continued to grow in success and acceptance.

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Florida Summer Institutes

Migrant secondary students in Florida have the opportunity to earn up to one and one-half credits in a six week residential summer program. The program, operating at three college campuses in Florida, began in 1986.

Students who participate in the summer institutes remain in Florida while their families migrate north to harvest fruits and vegetables. For most of these students, it is a new experience to be separated from their families. Students are scheduled to spend a full day in the classroom, and fill the other hours with field trips, dances, and other activities in addition to studying.

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Kings River Community College Summer Readiness Program.

Summer residential programs often concentrate on the top 2% of migrant students. The Kings River program is geared toward high school graduation for the students in the lower range of the continuum. Designed to encourage migrant high students to graduate and consider continuing their education beyond college, special emphasis is given to what the community college has to offer at the post-secondary level.

About 50 migrant high school students live on campus at the community college for four weeks. They return home on weekends. Students take classes in math and writing and complete P.A.S.S. packets for credit completion.

While on campus, students adhere to a strict schedule that begins at 8 in the morning and ends at 11 p.m. A lead site teacher is there around the clock, along with four Mini-Corp students. College instructors teach classes in the morning. In the evening, students participate in recreational activities and work on homework. Meals are provided in the school cafeteria.

Students are picked up at their high schools on Monday mornings and are bused back to their high schools on Friday afternoons.

A Migrant Site Lead Teacher supervises program operations and is responsible for the Mini-Corps teachers, discipline problems, daily program planning, attendance, and record keeping. He or she meets with parents as requested, conducts staff meetings and selects instructional material for program. This person is responsible for monitoring student progress and remains on campus all day five days a week.

A counselor provides Pupil Personnel Services at the summer site, conducting individual and group counseling and identifying career and vocational materials for student use. This person makes home contacts with migrant parents, supervises field work-study positions, and schedules student progress conferences with summer school site personnel.

Mini-Corps Teachers also live on campus with the students five days a week, twenty-four hours a day. They instruct students under the supervision of a certificated teacher and are responsible for certain assigned students and for assisting others as needed. They serve as tutors during evening study sessions, and give direction to students regarding laundry, curfew, meal times, clean-up, and personal grooming. Most importantly, they work with a positive and cooperative attitude.

The Migrant Education Program provides the staff lead teacher, Mini-Corps provides four teachers, USDA helps with food, and a youth employment agency offers work-study jobs.

Students can complete at least five school credits, and are expected to show growth in at least one academic area by comparing pre and post tests, and to demonstrate increased knowledge of post-secondary educational opportunities at the community college level.

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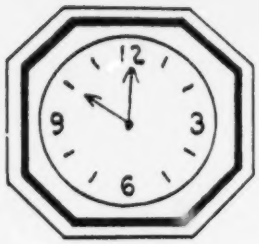

HOUR TEN: SERVICES TO DROPOUTS

"If something is truly important, I believe it can be done."
- Dr. Gloria Mattera

The migrant dropout is the invisible child, even within the migrant education program. Since most migrant program recruitment is school-based, few dropouts are identified. Because they never come to school they are never seen. Even when dropouts are identified, services are limited, again because migrant program services are provided from the school. In many cases schools are not supportive of losing staff time and services to out-of-school students. In fact they may have encouraged those students to leave. Migrant educators need to become more familiar with resources for youth that are out of school including educational and vocational alternatives. Migrant Education programs also need to raise community awareness of the needs of dropouts and increase the number and variety of programs offered to serve them.

Migrant Dropout Reconnection Program (MDRP)

This project is designed for migrant youth between the ages of 16 and 21 who left school before completing the requirements for a high school diploma. Through a network of facilitators across the country, MDRP provides direct services and referrals to educational and vocational programs throughout the country. Migrant youth receive continuous communication in the form of letters, a monthly bilingual "Real Talk" newsletter and access to a toll-free "hotline" telephone.

The Migrant Dropout Reconnection Program has identified and is addressing the following needs of migrant dropout youth:

1) providing training to facilitators and states in the replication of the MDRP model,

2) assisting states with adoption of the peer facilitator model,

3) working with states to provide programs specifically for migrant dropouts, thus institutionalizing the model,

4) involving the private sector in providing training, resources, support, and jobs for the migrant dropout youth, and

5) developing culturally sensitive counseling materials and techniques to assist service providers who work with migrant dropout youth in "reconnecting" them with alternative educational or vocational programs.

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Mattera Scholarship for Dropouts

The purpose of the Joseph Mattera National Scholarship Fund for Migrant Children is to assist financially those migrant youth who have the potential and desire to further their education to achieve their personal and career goals. Eligible applicants are young men and women entering college or other types of post-secondary programs and high school dropouts and potential dropouts. The assistance provided by the Fund is desperately needed, particularly when one considers the 90% high school dropout rate among migrant students nationally. It follows, therefore, that the number of migrant students entering post-secondary programs is extremely low.

An applicant for a scholarship grant from the National Scholarship Fund for Migrant Children must be:

1. a child of a migratory farmworker, or a migratory farmworker (priority will be given to interstate migrant youth);

2. enrolled in or accepted at an accredited public or private college, technical or vocational school, or a dropout or potential dropout from high school showing promise of ability to continue schooling;

3. recommended by a representative of a community, school or other educational agency able to vouch for the educational status, financial need and migratory status of the applicant.

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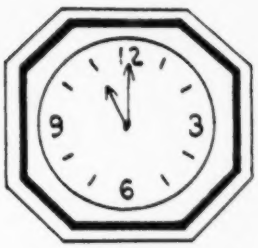

HOUR ELEVEN: SERVICE AND STAFF DEVELOPMENT MODELS

"...if you don't invest in people and what they do in the classroom, no matter what program you have, no matter what students you're serving, it's not going to go." - Dr. Gilbert Anzaldúa

Service models-
The ways in which migrant education programs offer services vary from program to program and from state to state. Service formats that work well for elementary programs may not take into consideration the additional needs of older students (e.g., career education, financial pressures, social and emotional needs). At the secondary school level, new models for service are essential, including new job descriptions, more counseling and advocacy and more out of school services.

Staffing models-
As we begin to recognize the obstacles faced by secondary age migrant students, we also see that migrant educators face special obstacles along with their students. The challenges inherent in providing for the needs of migrant students and their families are often more intense than those facing other educators. What kinds of staff development programs offer the most support for migrant educators? How can staff positions be modified to better serve the needs of secondary age migrant students?

The Secondary Advocate

One staffing model, used in Florida, is that of the Secondary Advocate. This person is responsible for meeting the supplementary service needs of the students.

This position is broadly intended to be that of a liaison between migrant families and the school. In Florida's 1987 Advocates/ Counselors Training Workshop, the following duties and responsibilities were recommended:

- identification of students
- consultation services
- secondary credit exchange
- late entry/early withdrawal
- classroom activities
- informal counseling
- peer tutoring
- add-on tutorial activities
- career planning
- financial aid
- extracurricular/school involvement
- dissemination of information
- review of course requirements
- monitor student progress
- referral and community resources
- parental involvement
- public relations
- accountability and evaluation
- dropout retrieval

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Secondary School Advisor

The Secondary School Advisor is a paraprofessional position designed to help students stay in school. These advisors are charged with the following responsibilities:

1) to recognize and address the causes of early school leaving;

2) to help students increase academic achievement and vocational development;

3) to insure that students receive credit for all coursework completed; and

4) to provide work experience opportunities to reduce the need to earn money for the family.

As developed in Region II in California, the Secondary School Advisor is a paraprofessional who has worked at the secondary level and is well versed in migrant education. The Secondary School Advisor works as part of a team to assist school personnel in meeting the needs of migrant students, using the resources of the school and the community to the fullest advantage.

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Migrant Resource Specialist Mentor

The Migrant Education Resource Specialists of Region II in northern California have also been the lieutenants of that program. They have been responsible for the form of service to the districts they serve. As advocates for migrant children, they have been encouraged to take a strong role as resources to the schools in all areas that would help improve services to migrant children.

Resource Specialists provide staff development to school staff; provide testing for late-arriving or misplaced migrant children; train both district and migrant aides; monitor services of migrant aides, including identification, recruitment, health services, home visits, and academic assistancer. In addition, Resource Specialists develop special programs such as parent ESL, Saturday career days for students, clubs, international days, college classes for teachers in language acquisition and cultural awareness, parenting training and various extended day services for students.

Because this is such a comprehensive assignment, Region II never hires Resource Specialists; they hire good potential Resource Specialists. A mentor program has been developed to allow the experienced and effective Resource Specialists to assist the newer Resource Specialists to develop these extensive skills and areas of expertise.

The Resource Specialist mentor is assigned to the position for one year and has no school assignment. Last year, two Resource Specialist mentors served over 50 Resource Specialists in the 12,000 student region. Their primary duties were to observe, coach and counsel Resource Specialists who volunteered to participate. Biweekly meetings enabled resource-specialists-in-training to become a support group to one another, benefiting from the peer interaction as well as the guidance of the Mentor Resource Specialist.

The region has been pleased with the improved performance of the graduates and is continuing the program, rotating mentors annually.

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Teaming

The concept of "teaming" is perhaps best exemplified by the IMSTP itself. Through the networking of the IMSTP, more states began to:

1) use the P.A.S.S. Program as a credit make-up system
2) identify and serve dropouts
3) use the services of the Migrant Dropout Reconnection Program
4) develop relevant and systematic needs assessments for secondary programs
5) develop and provide training designed specifically for secondary staff
6) use model secondary strategies

The goals of the team were to develop cooperation among states to improve program coordination and services for migrant secondary students, and to develop expertise in secondary education issues.

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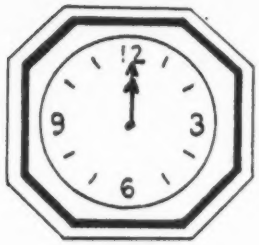

HOUR TWELVE: CAREER EDUCATION/WORK-STUDY

"The responsibility for the development and education of migrant youth must be shared by the student, the school, the community, and the family."
- Jesse Vela

Career education and work-study are "attractors" which serve to keep migrant students in school. These experiential activities provide opportunities for students to build self-esteem and basic skills in a "real life" environment. Career education and career explorations help students develop goals and motivation to finish school. How can migrant programs provided or enhance career education and work-study programs, often with limited funds?

Summer Dropout Prevention Program: A Total Child Approach

This program was developed because students were not attending the summer school, but were working with the Youth Employment Service (YES) agency. In order to divide their day between school and work in an adequate manner, YES and the school district arranged to have students do both at the discretion of the school. In this way students completed needed credits and earned money during the summer, and their chances of dropping out of school were reduced.

A team consisting of a migrant teacher, a counselor, and outreach worker provide services to migrant high school students during the summer. Students receive instruction to make up credit, counseling for graduation planning, health assessments, outreach in their homes when necessary, and work experience through work-study for six weeks.

For half the day, students attend classes in subjects in which they are one or more grade levels behind. ESL instruction is provided for the non English or limited English speaker. Credits are acquired through local high schools and the P.A.S.S. program. These classes are taught at the elementary school site.

The second half of the day is spent at a work-study job. Most work as teachers aides with migrant students at the elementary site. These jobs reduce transportation problems and other obstacles that might arise if the students had to travel from the school site to the work site. Students may not go to work if they missed class. Attendance in both programs is very good.

Students receive counseling in the form of graduation planning. The counselor, student and family all discuss attendance problems or other related school problems. Self-awareness and communication skills sessions assist student in relating to those around them. The counselor also assists with P.A.S.S. packets and makes home visits as needed.

A nurse provides health screening once during the summer for referrals and follow-up as needed.

An Outreach Worker compiles a list of those migrant students not attending summer school and visits them to determine their interest and availability to work on credit completion at home. Students might be work on credit completion at home for reasons such as:

(1) the student works all day, but can do coursework in the evening,

(2) the student does not have transportation to attend summer school at the site,

(3) the student must stay home to care for younger siblings.

The outreach worker sees these students as often as necessary. For most students, once a week is sufficient; others might need more frequent visits (e.g., if the student is completing P.A.S.S. work quickly or needs extra tutoring sessions).

The local youth employment agency allocates work-study slots for migrant students each summer. Weekly evaluation meetings are held with the site coordinator. Final evaluation is measured by the number of students who complete their P.A.S.S. courses.

One result has been that more students stay in school at the secondary level.

Sessions for students to work on long and short term goals are planned for the future, as well as offerings in computer science to prepare students for a more technical world.

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FM(CE)2 - Fallbrook Migrant Community Experiences for Career Education

FM(CE)2 is an N.D.N.-approved program in experience-based education. This project uses the community as a classroom to provide students with first-hand information, opportunities to test ideas in real situations, and personal incentives to learn. Students conduct on-site job explorations and are certified in survival skills.

Frustrated by ineffective attempts to keep migrant students involved in school by using the traditional lecture/homework/test cycle of education, teachers developed a curricula which could educate students through experience.

FM(CE)2 students take an active role in designing and carrying out their own education, drawing from a variety of sources. This program is designed to replace one year of secondary education with a carefully structured series of activities using community resource people and their work place. The careers explored require in-depth involvement and skill learning as well as keeping a weekly journal. Students must do course work and become certified in all but two of the following skills:

1. car maintenance
2. buying on credit
3. government
4. emergencies
5. insurance
6. employment
7. tax filing
8. electoral process
9. legal rights
10. checking accounts

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Study Skills for Students: A Hands-on Experience

The goal of this program is to teach students how to learn and how to improve their academic performance as well as their motivation and self-image.

Teachers had requested ways to aid secondary migrant students in studying effectively after observing that students often did not know where to begin.

This hands-on workshop gives students information on basic study skills. In a three hour workshop, students see a filmstrip, view demonstrations on developing effective study skills, and fill out work sheets and a workbook practicing the demonstrated skills. They also sign a contract agreeing to use these skills that is sent to their parents.

Students are pleased with the program and often say they had never thought about doing some of the things that they learned in the workshop; they now realize how beneficial some of the practices are. The contract gives students a greater sense of commitment to their studies. Parents have also become more involved in a positive way with the teachers and the school.

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